

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XIX.

ST. LOUIS, JUNE 9, 1886.

No. 6.

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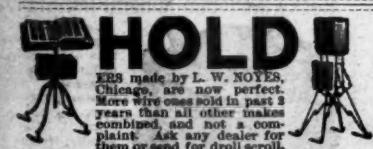
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Universal Education—The Safety of a Republic.

VOL. XIX.

ST. LOUIS, JUNE 9, 1886.

No. 6

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The questions for the first annual examination of the members of the Illinois Teachers' Reading Circle are almost ready. They will be easy and the examination will be short.



St. Louis, June 9, 1886.

J. B. MERWIN Managing Editor
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THE total surplus in the United States Treasury on May 1st, 1886, against which there was no claim, was \$290,154,802—so the amount called for by the Blair Bill for Education can be paid without any extra taxation, and without taking a dollar from any other fund.

The \$290,154,802 is now in the Treasury lying idle. Let the House of Representatives pass the Blair Bill, and put the money called for by this Bill into circulation and into use.

Let the people unitedly demand from their servants the passage of the Blair Bill at once.

DID you send to Prof. Anthony Haynes, at Boonville, Mo., for a programme of the twenty-fifth annual session of the Missouri State Teachers' Association?

We hope so, and that our teachers will make arrangements early to be present.

DR. A. D. MAYO of Boston, will address the State Teachers' Association at Sweet Springs on "Some Things the People Expect of the Teacher."

Our friends who are so fortunate as hear this lecture, will get some new ideas of what the people expect of them. Do not fail to be there, June 22, 23 and 24.

THE quickest and best way for teachers to reach commanding and paying positions in their profession, is to qualify themselves by every means in their power.

HOLD on to the competent teachers and increase their wages some, so they can attend Institutes, buy Educational works, take two or three copies of the AMERICAN JOURNAL OF EDUCATION to circulate among the school officers—who ought to take it, and pay for it themselves, perhaps. This is done to a large extent—but there is "room for more."

GREAT educational meetings all over the country this year. Take pencil and paper, and so get and hold on to the good things said.

Teachers will find themselves greatly reinforced by these memorandums carefully preserved.

THE total reported donations and legacies by individuals in aid of education amounted, during eighteen months, from January 1, 1883, to July 1, 1884, to \$11,270,236.

The government as a whole, is abundantly able to give the \$77,000 000 asked for by the Blair Bill. There is now a surplus in the Treasury of the United States amounting to \$290,154,802.

JULY 7th, 8th and 9th, the State Teachers' Association of Kentucky will convene at Louisville. It will be one of the grandest educational meetings ever held in the South.

CONSULT our columns for Summer Schools, in all branches. They combine culture, pleasure, health, sociability and re-creation to a large extent.

IT is said that the School property in the South is valued at \$6,000,000, against \$88,000,000 in the North.

ABOVE all else it is desirable to see integrity, morality and high aim, the natural outgrowth of public school instruction and discipline.

Col. Robert D. Allen, President of the Kentucky State Teachers' Association, is arranging for the meeting at Louisville in July.

THE eleventh annual meeting of the Spelling Reform Association will be held at Cornell University, Ithaca, New York, in the second week of July, 1886.

THE world of learning and science is on the side of this reform, and all facts and figures and plans you need are at your command, if you will use them.

The Northern Indiana Teachers' Association will be held at Lake Maxinkuckee, June 20-30 and July 1. A large and interesting meeting is anticipated.

THERE are, in Philadelphia, eight women physicians, who have an annual practice of about \$20,000 each. There are twelve whose incomes average about \$10,000 each, and twenty-two who earn over \$5,000 a year.

DR. TIMOTHY DWIGHT has been elected to the Presidency of Yale College, to succeed Dr. Noah Porter, who resigned. Old Yale will maintain its high standard in all respects under the regime of the new President.

IT is a well known fact that the *Globe-Democrat* and the *New York World* not only employ the ablest writers but the most expert and wide awake telegraph correspondents in all parts of the world; we give you either one of these great weekly papers, fifty-two issues, and the AMERICAN JOURNAL OF EDUCATION one year for \$1.50.

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NATIONAL EDUCATION.

THE following dispatch was sent from Peabody, Mass., Tuesday evening, May 18th, addressed to Mrs. Mary H. Hunt, Washington, D. C.: "From the home of George Peabody, allow us to congratulate you upon the most successful victory ever won. May the almost unanimous passage of the scientific temperance educational bill ensure the speedy passage of the Blair Educational Bill." [Signed by many citizens of Peabody.]

A BUGLE CALL.

THIS is a bugle call to duty and action! Shall it be heard—take shape, and the organization be completed at the meeting of the National Teachers' Association?

EDS. AMERICAN JOURNAL OF EDUCATION:

The times are ominous!

We must light the educational fires in every hamlet, village, town and city in our country.

The bloody hands of anarchists, thirsting for plunder, are filled with blazing torches and clasping clicking revolvers, ready to spring upon a too confiding and law-abiding people.

It is not our policy to keep a standing army to hold these crazy, misguided madmen in check; but we must educate all our citizens up to that point of enthusiastic patriotism, which places our institutions and their preservation above all other considerations.

To fire the hearts, we must come to the rescue.

We must educate against ignorance and fanaticism. There must be no Democrat or Republican in this conflict. Whether native or foreign born, America and our rights and liberties preserved inviolate, must be our motto, and all must stand as immovable as the Macedonian Phalanx.

Why can't we put the big-hearted, enthusiastic Thomas W. Bicknell into the field to arouse the people to the urgent necessity for educating against a foe ten times more dangerous to Republican Government than the great Rebellion of 1861?

The American loves law and order. He is forbearing and charitable. But he cannot stand as an idle looker-on, and see our whole social and political fabric go to pieces!

Monster educational meetings such as Mr. Bicknell "got up" at Madison, in 1884, should be held in the North, in the West, in the South, on the Pacific slope—till our entire country is in a blaze.

Public sentiment must be awakened. The schoolmaster is not afraid to tell the people of the imminent peril that threatens us.

Mr. Bicknell is the man to lead, mould, formulate popular opinion. With him will stand the polished educators of the East, the fiery, eloquent teachers of the South, the earn-

est, sincere ones of the North, and the bold, positive ones of the West.

For our country we must dare everything. Well did Dr. Beecher say that "we must educate; or we must perish."

Now, let a long call go up for Bicknell and four monster educational meetings each year for ten years.

J. M. GREENWOOD.

May 20, 1886.

HERE YOU HAVE IT.

THE State Committees with whom teachers can communicate in regard to attending the meetings of the National Teachers' Association, to be held at Topeka, July 9th to 16th, are as follows, for the States designated below.

Akansas. Hon. W. E. Thompson, Little Rock; Supt. Gates, Fort Smith.

Alabama. Supt. J. H. Phillips, Birmingham; Prof. J. S. B. Lovett, Huntsville.

Mississippi. Hon. J. S. Smith, Jackson.

Louisiana. Hon. Warren Easton, Baton Rouge; Prof. Edward E. Scheib, Natchitoches.

Texas. Prof. John Baldwin, Huntsville; Supt. W. N. Crow, Galveston; Supt. C. A. Bryant, Denison.

North Carolina. Hon. S. M. Finger, Raleigh.

South Carolina. Virgil C. Dibble, Charleston.

Georgia. Hon. G. J. Orr, Atlanta. **Tennessee.** Miss Clara Conway, 259 Poplar St., Memphis; P. H. Manning, Nashville.

Kentucky. Col. Robert D. Allen, Farmdale; Capt. J. T. Gaines, 319 East College St., Louisville; Prof. Carothers, Louisville.

Ohio. Hon. Leroy D. Brown, Columbus; Supt. R. W. Stevenson, Columbus; C. C. Davidson, Alliance.

Indiana. Hon. John W. Holcombe, Indianapolis; W. A. Bell, Indianapolis.

Illinois. Supt. Albert G. Lane, Room 57 Court House, Chicago; N. C. Dougherty, Peoria; Dr. Robert Allyn, Carbondale.

Michigan. Supt. David Howell, Lansing.

Wisconsin. Hon. W. H. Chandler, Madison; Supt. W. E. Anderson, Milwaukee.

Minnesota. Supt. B. F. Wright, St. Paul; Irwin Shepard, Winona; T. J. Gray, St. Cloud; T. J. McCleary, Mankato; B. M. Reynolds, Fergus Falls.

Iowa. Hon. J. W. Aker, Des Moines; J. M. Mehan, Des Moines; Orion C. Scott, Oskaloosa; R. G. Young, Waterloo; Dan. Miller, Newton; C. H. Gurney, Shenandoah; Prof. T. H. McBride, Iowa City; W. J. Shoup, Dubuque; W. N. Hull, Cedar Falls; M. F. Arey, Fort Dodge.

Nebraska. Hon. W. W. W. Jones, Lincoln; D. A. Cooper, Madison; W. E. Smith, Arapahoe; W. H. Skinner,

David City; N. E. Leach, West Point; Robert J. Barr, Grand Island; W. Rich, Auburn; A. J. Mercer, Hebron; W. J. Wise, Seward; W. B. Backers, Columbus.

Dakota. James S. Bishop, Huron. **Missouri.** Supt. E. H. Long, Seventh and Chestnut Sts., St. Louis; Supt. J. M. Greenwood, Kansas City.

Kansas. Hon. H. C. Speer, Topeka.

Colorado. Supt. Aaron Cave, Denver.

BETTER WAGES.

THE Blair Bill will increase the wages, not only of our teachers, but of all the artisans and working force of our country. It will not lessen the development of the South by any means, but, on the contrary, tend to increase it.

It proposes to make Southern labor and the Southern masses more intelligent, and therefore more highly civilized; to create among their rapidly multiplying millions of both races a vast increase of the wants of life which must be supplied, so that Southern labor will consume as well as produce, and thus to receive as high wages as Northern labor, putting an end to the competition of the products of the North and the South, and improving both sections by uplifting the masses of the people all over the country.

Consumption can only increase by increasing the capacity to enjoy; that is, adding to the wants of life by higher civilization, and providing higher wages or returns for labor wherewith to purchase the more diversified and costly supply of the necessities and comforts of a higher life.

A CRITICISM.

ANNA C. BRACKETT.

In order to put some points with regard to school management in the line of common sense, in the plainest way, I have thought that they might be embodied in a criticism supposed to be written by some practical teacher after visiting a school, and I therefore present the following:

It might be of service to say in the first place that, after many years' diagnosis it seems to me that the real trouble about schools, that which lies at the foundation, and as cause of all the symptomatic disturbance is, that common sense is not applied to their management. The reason why it is not applied, is not that teachers do not possess it, but that, although possessing it they are afraid to use it freely. And to go one step farther, the reason why they are afraid to use it, is that what it dictates runs counter to certain old-fashioned school traditions. What the schools need is, first, conviction on the part of teachers that common sense is the thing, and second, the courage of their conviction.

With which prefatory words, I ap-

pend the criticism from a teacher's note book.

"I spent Monday and Tuesday at Mr. Smith's school, not the best time to go, for quite a number from the different classes had not returned from their vacation, and the regular work had not in all cases begun.

Still, I had a very good opportunity to see the school, for Mr. Smith kindly gave me the general plan of the work, besides going with me to a number of classes.

There are three departments, Primary, Intermediate and Higher, each under its own administration, a fact which tended to make the school a collection of departments rather than one whole. The teachers knew their own work, but not much about the school in general. Nor was it easy for me to see the classes that I called for, for there was no general programme that I was able to find.

Some of the subjects, French, Physiology and Natural History are taught by specialists who spend an hour or two a day in the school.

The work that I saw in Natural History was excellent in developing the power of observation. The classes in English evidently had an enjoyable appreciation of what they were reading. In the study of languages as a whole the object seemed to be to become proficient in the one language under consideration, leaving out the comparative study. Perhaps, however, this was unavoidable for the elective system in languages prevails to an extent that would prevent there being much of a foundation for comparative work.

In regard to class work there were methods generally prevailing that seemed to me objectionable. So much voluntary recitation was called for, that the tendency was to individual, rather than to class work. The bright pupils and those having assurance took part in the recitations to the partial exclusion of the dull and the timid portions of the class. This being the case, the attention of the class as a whole, was not secured.

The teachers in some cases took too active a part in the class work to admit of the pupils doing their share. I do not like to see children lectured to death, but prefer the old way of making the class a co-operative society.

There is no Kindergarten department connected with the school, but the Kindergarten plan is carried into the higher grades. I do not think the pupils do much studying before they are twelve years of age, but at that time their tools are ready; a command of language and quickness of perception. There is an industrial department connected with the school, and also a gymnasium.

The school as a whole seemed in good working order. The pupils were apparently allowed perfect freedom, and they did not abuse the privilege.

The classes when studying were very diligent, and they seemed to enjoy their work. The relation between teacher and pupil was very cordial, and there was a great deal of *sunshine* about the school. I enjoyed meeting Mr. Smith. He seemed quiet and simple and very much in earnest in doing all that he can for the pupils. Yet it does not seem to me that a school conducted as his is can give the systematic development that would be possible, were it under the supervision of one person, and that one teaching in different departments or grades. I do not know that I have judged wisely, but I shall avoid further mistakes by stopping right here."

ANOTHER VIEW.

THE facts are, when we come to look at the matter dispassionately, that we shall, for many years, righteously pay more money to the North in pensions every year than the whole amount which the education bill will give the South in eight years.

Not one dollar in seven of the pensions goes to the South, while she pays her full proportion of taxation.

Educating her people would soon double her power to pay taxes, and thus the most thrifty, as well as the most noble, generous, and just motives combine to demand the passage of the Blair Bill now by the House of Representatives.

INTERESTING FACTS.

THESE notes of progress are good from the Report of the Commissioner of Education.

We should like to see it officially announced by the Commissioner of Education that the School terms of nine months duration had been voted in these States, and that in order to secure and hold on to competent men and women, the levies had been made and the tax collected to pay teachers regularly at the end of each month the wages earned.

The minimum salary to be at least \$50 per month. We think we all ought to work for these results.

The money we expend for training the people into intelligence—into obedience to law—into harmony of language and work, and action and duty—all these tend to harmonize and build up society.

The facts are, that our teachers bring to every community in these directions very much more than the school costs.

The per cent. of attendance is yet altogether too low; competent teachers would, if employed, increase the attendance largely.

ALABAMA.

"The school statistics of Alabama for 1883-'84 show that about 51 per cent. of the whole school population were enrolled in the public schools,

and that about 62 per cent. of these were in average daily attendance. There was an increase in the number of public schools taught for white and colored, in the average school term for the State, and in the whole amount expended for public schools."

If the Blair Bill should be passed, it would add to the available school fund of Alabama the sum of \$5,370,-848.45. With its quota, the State could make the school terms *nine months*, and easily pay every teacher a minimum salary of \$50 per month.

What is the average salary paid now? What is the length of the school term now?

MISSISSIPPI.

There is progress also in this State the report says:

"The increased favor with which the public school system is regarded in Mississippi is shown by the more prompt payment of the school tax, the general extension of the school term beyond the constitutional minimum of four months, and the disposition of the people to employ more competent teachers. In 1883 the youth of school age numbered 447,571 (180,000 white and 267,571 colored); the enrollment of white children was about 125,000 and of colored a little above 141,000. The average daily attendance was, for both races, 154,463. The expenditure for schools amounted to \$803,876."

If the Blair Bill passes the House of Representatives, as it ought to—Mississippi would receive as its quota \$4,624,339.33.

With this money Mississippi could also increase the length of the school term to nine months out of the twelve and pay her teachers competent salaries. What is the length of the school term at present? What is the average salary at present?

These are practical questions.

PROF. C. M. WOODWARD.

WE find in the *American College Directory* for April, 1886, the following brief notice of an educator, who is just at present, by his work, attracting the attention of the leading spirits of both continents.

Prof. Woodward was born in Fitchburg, Mass., August 25, 1837. His early life was spent upon a New England farm; as his father was a farmer and brickmaker—though for years was entrusted with the duty of tax-collector by his townsmen. From his childhood the boy was used to hard work and responsibility, and gained from the common district school the rudiments of his education. At the age of eighteen, by the help of the High School in the village, he was fitted to teach a district school which he did successfully. At nineteen he entered Harvard University, realizing hopes long and ardently cherished.

His course throughout was creditable to himself and to the College. He graduated in 1860, leading his class in

mathematics, winning the Gray prize of \$250. He was interested then as always since, in college games and many sports, and was a good oar in the University boat.

With a strong love for teaching and for the life of an educator, in September following his graduation he took charge of the High School in Newburyport, Mass. The following year witnessed the outbreak of the civil war, and in the summer of 1862 gave up his position to enlist as a private soldier. A man, however, of his courage, energy and usefulness was certain of promotion. He was soon chosen as first lieutenant and then captain. As captain he served in Company A, 48th Regiment, Mass. V. M., one year in Louisiana, taking part in the siege and capture of Port Hudson.

In September, 1863, he married Miss Fanny S. Balch, one of the most accomplished ladies of Newburyport, resuming his position of teaching the Newburyport High School until he resigned in June, 1865, to accept a place in Washington University, St. Louis. He came as Assistant Principal of what is now Smith Academy.

His ability was immediately recognized; and from "Assistant Professor of Mathematics," to which he was promoted in 1867, he passed in 1869 to "Professor of Descriptive Geometry and Topographical Drawing." In 1870 he was elected to the chair of "Thayer Professor of Mathematics and Applied Mechanics." In 1871 he was made "Dean of the Polytechnic School," and in 1879 "Director of the Manual Training School," which last three positions he still holds.

But these official positions, much as they have involved in the building up and shaping of a growing university, by no means fully represent the work and activities of Professor Woodward. During the years from 1876—1881, he wrote the "History of the St. Louis Bridge," involving a great amount of labor, furnishing a work of incalculable value to all who are interested in this branch of engineering. In 1880 he took the census of the city of St. Louis, at the request of the Citizen's committee, authorized by the government,—the just previous official census being clearly unfaithful and false.

From 1877-1879 he was a member of the Board of Public Schools, and was efficient in the introduction of many needed improvements.

In 1884 he was President of the Engineers' Club of St. Louis, and in 1885 he spent five months in England and on the Continent studying educational methods. For many years he has been active in State and National Associations for the advancement of education.

He was invited to England to meet and lecture before the educators of that country; while in all the principal cities of the United States

he has been called upon to give his counsel and experience.

Latterly, the subject of manual training in connection with common school and the higher education has occupied much of his attention. Recently, he was invited by the authorities of the city of Boston to lecture there upon this theme. And it is safe to say, that with his knowledge of the details of this branch of instruction, and his phenomenal success in realizing it in the Manual Training School of St. Louis, he is the man to consult on this subject.

Prof. Woodward is one of the most accessible of men, a ready speaker and congenial companion. Full of work, full of enthusiasm, in the prime of his powers, he is wholly devoted to the aim of broadening the basis and raising the standard of school and college.

MISSOURI.

PROGRAMME of the closing exercises of the State Normal School School at Kirksville, Mo., for 1886, is as follows:

Sunday, June 13, 10:30 A. M., Baccalaureate Sermon, by Rev. H. B. Ridgaway, D. D., President Garrett Biblical Institute, Evanston, Ill.

Monday Evening, June 14th, 7:30 P. M., Inter-Society Oratorical and Declamatory Contest.

Tuesday Evening, June 15th, 7:30 P. M., Address to the Alumni, by Prof. J. L. Holloway, Sedalia, Mo.

Wednesday, June 16th, 9:30 A. M., Orations and Essays by Representatives of Elementary Class.

Wednesday Evening, June 16th, 7:30 P. M., Annual Address by J. B. Merwin, Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo.

Thursday, June 17th, 9:30 A. M., Commencement Exercises.

Thursday Evening, June 17th, 7:30 P. M., Annual Reunion.

REV. A. D. MAYO, whose invaluable work in the interest of education in the South, is too well known to need eulogy, having spent three months in the State of Louisiana, is now making a two months' tour of Missouri. He devotes the month of May to the southern part of the State, visiting Cape Girardeau, Springfield and other important points. He will devote the month of June to the northern part of the State, and close with three lectures to be given at Sweet Springs—one before the State Teachers' Association, which meets there June 22, and two before the Missouri School of Sciences and Pedagogy.

THERE are days when the great are near us, when there is no frown on their brow, no condescension even; when they take us by the hand, and we share their thought, and we are lifted to the level of their life.

ARKANSAS EDITION

American Journal of Education.

\$1.00 per annum in advance.

FRANK J. WISE, Pine Bluff, Ark. Editors.
J. B. MERWIN.....

NOT TRUE.

THE cry that material help to the South, in the way of money for Education, will have a tendency to destroy their self-reliance, is altogether a fiction, begotten of either stupidity or hate or both.

It has not discouraged the South to send them \$25,000,000 from the religious and philanthropic treasures of the north. This has wrought immeasurable good. All that we do will only give to the Southern child whatever every northern child has had given to him for generations—the opportunity to study. He must still be a self-made man like the poorest Northern child, whose common school has always been free.

How does it hurt the children to receive a fraction of the money from the nation rather than the whole from the State?

The Northern States in many sections do not expend more than half they should for schools, and every dollar they get by the bill they will be able profitably to expend.

We took \$28,000,000 in one year, when we were but 17,000,000 of people, most of which went for schools and did great good in those States which so applied and so used it.

Pour in the petitions to the House of Representatives for immediate action on the Blair Bill. The Senate passed it by a vote of thirty-six to eleven, and we have this tremendous leverage to work with and upon. The thirty-six Senators have heard all the arguments—they are intelligent, patriotic; large tax-payers, men of all parties and from all sections voted and worked for this beneficent measure.

Press in the letters and petitions to members of the House of Representatives, and demand action, now.

In regard to

ARKANSAS

the Commissioner says:

"Considerable progress is indicated by the reports from Arkansas for 1883-'84, but an improved school law is needed to secure better administration and more complete reports of the system. The reported enrollment is 40,983; several districts failed to make returns."

Arkansas needs very much the \$2,503,170.07, which would accrue to her school fund if the House of Representatives pass the Blair Bill.

Hon. Augustus H. Garland, the present Attorney General of the United States—Hon. James H. Berry,

and Hon. J. K. Jones, United States Senators from this State, voted for the Blair Bill. This is good company in a good country.

We hope every teacher and school officer in the State will sign and forward petitions for the immediate passage of this bill.

What is the length of the school term in Arkansas at present?

What wages are paid the faithful men and women who are instructing the children?

We ought not to stop with these queries—but these answers will open the eyes of the people, and stir their sense of justice too, we hope.

What are the facts?

THES National Educational Association meets in Topeka, July 13th, 14th, 15th, and 16th, 1886.

We don't believe any teacher can afford to miss this meeting, when it is at all practicable for them to attend. Almost all the railroads in the country give a reduced rate to teachers and their families.

We will pay 25 cts. each for the first 12 copies of this JOURNAL sent in to us of the date of May, 1882.

The Texas and St. Louis Railway Co. will sell Round Trip Tickets to Topeka and return, from any station on the line of their road in Arkansas or Texas, to teachers and their families who may wish to attend the meetings of the National Teachers' Association, July 9 to 16.

If teachers enough club together to fill a car or two, they will give them a car to Jonesboro.

Teachers and School Officers in Texas and Arkansas had better write now to A. S. Dodge, Esq., Gen. Pass. Agent at Texarkana, Tex.

The State Committee for Arkansas, are Hon. W. E. Thompson, Little Rock, and Prof. Gates of Fort Smith.

The Texas and St. Louis Railroad gave the teachers of Texas and Arkansas a special train and a delightful trip, it will be remembered, to visit Madison.

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All Aboard for St. Paul.

THE traveling public will be pleased to learn that the Wabash has already inaugurated the "fastest and most comfortably appointed through train service between St. Louis and St. Paul and Minneapolis that ever has been or is likely to be operated. The trains are made up of Parlor Coaches and elegant new Pullman Buffet Sleeping Cars, and run through without change of any class. Trains leave the Union Depot daily, except Sunday, at 9 A. M.; daily, except Saturday, at 8:25 P. M.

THE man who wilfully deceives another, who excites false hopes or false fears in another for the purpose of trading upon him, is a thief.

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HER OWN MONEY.

THE fact is, that the South is now expending of her own money, raised by taxation—not from school funds like those of many of the great Northern and Western States, which were derived from the national bounty—twice as much as the education bill proposes to add to it from year to year for eight years, and, whatever may have been formerly the case, the people are now aroused and guard the school money quite as jealously as in any of the Northern States. If they prudently and honestly apply their own, what danger if we add a trifle to it to be expended for the same purpose, under the same local supervision, and subject to strict review by national authority yearly before another installment is paid? The expenditure will be made with perfect safety, and even if half of it were wasted it would be better than that nothing be done, and in no case will a State receive more than she expends of her own money.

OUR PREMIUM.

SEE how it has grown. Had you not better get a copy too?

The proprietor of the *New York World* says:

"The amount paid for the white paper on which THE WORLD is printed for the first three months in 1883, was \$15,776.16. The amount paid for the white paper on which THE WORLD is printed, for the first three months of 1886, was \$130,995.70.

In May, 1883, when THE WORLD passed into the hands of its present proprietor, the press-room had a capacity of printing 24,000 WORLDs an hour. The present capacity of THE WORLD's Main Press-Room is 120,000 WORLDs an hour, and when the new double perfecting, inserting presses now building are completed it will have a capacity of 156,000 WORLDs an hour. The Brooklyn Annex Press Room will have a capacity of 132,000 WORLDs an hour."

Do you realize this? 156,000 *Worlds* made in sixty minutes?

We send 52 copies of the Weekly *New York World*—or 52 copies of the Weekly *Globe Democrat* and the AMERICAN JOURNAL OF EDUCATION one year postpaid for 1.50.

THE following statement is a significant one, as it shows what our Journals of Education and our teachers are doing to benefit the people. The Schools and the Reading Circles are showing results.

"Mr. O. B. Bunce, one of the patriarchs of the book trade, was recently interviewed by a reporter of the *Mail and Express*. In discussing the present condition of the book trade, Mr. Bunce's opinion was that "the business in some respects has greatly changed within the past few years. The demand for educational works,

for cyclopedias, dictionaries, and books of information is enormous and greater than ever before: but for miscellaneous works, fiction, essays, poetry, books of taste, for what may be called pure literature, there is a very small sale; I think smaller than ever."

THE NATIONAL SCHOOL OF ELOCUTION AND ORATORY,

So long under the popular and successful management of the "Shoemakers," located in Philadelphia, has arranged for a six weeks' session, from July 1st to August 11, at Grimsby Park, Ontario, Canada, 25 miles west of Niagara Falls. The whole Faculty will be present; and when we state the fact that each member of the Faculty is a specialist in his department, thus insuring a degree of proficiency and completeness that cannot be attained where one teacher fills all the departments, the advantages given will be seen at once.

By special arrangement, board has been secured for students at the best Hotel in the Park, at the remarkably low price of \$3.50 per week, which is about one-half the usual rate at this hotel. Those preferring camp-life may rent waterproof tents for the season at very moderate rates, and may either board themselves or take table board at the hotels.

The instruction given at the "National School of Oratory" for years past, has been such as to make natural, elegant, and forcible readers and speakers for the home circle, the drawing-room, the school-room, the reading circle, the church entertainment, the lyceum, the pulpit, and the public platform. Special drills in voice culture, gesture, artistic recitation, expressive reading and extemporaneous speaking, are given constantly under the direct supervision of an able Faculty, so that, beside the delightful and attractive location, the students get practical results of great value in all their subsequent career.

Address all inquiries to Charles C. Shoemaker, Manager.

SHAKESPEARE is the author above all others to be studied by women.

His female characters are the strongest, the tenderest, and the most intellectual of any man's who has ever written.

Who else of any age has given the world a Portia, a Juliet, or a Queen Katherine?

Indeed if anything could add to the brightness of his crown, it would be to say that Shakespeare was the pioneer of the intellectual development of women.

CATARH & BRONCHITIS CURED. A clergyman, after years of suffering from that loathsome disease, Catarh, and vainly trying every known remedy, at last found a prescription which completely cured and saved him from death. Any sufferer from this dreadful disease sending a self-addressed stamped envelope to Dr. J. Flynn & Co., 117 East 15th St., New York, will receive the recipe free of charge.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Ennis, Tex. Editors.
J. B. MERWIN J. B. MERWIN**TEXAS.**

THE Educational boom in Texas steadily increases. Our State University—excepting the Missouri and the Johns Hopkins, is now the best equipped institution in the South. The State Normal School at Huntsville is greatly prospered. The students represent 102 counties, and the graduating classes number 148. The entire Faculty have been re-elected.

PROF. O. H. COOPER.

If the State University at Austin can spare Prof. Oscar H. Cooper long enough to serve the full legal term for State Superintendent, where, within the boundaries of Texas, can another man so competent, so devoted, so fully identified with the Educational interests of the State, be found, his equal? Honest, modest, a thorough student, a good administrative officer also—it would be worth millions of money to Texas to place such a man at the head of Educational affairs in this great empire of the Southwest.

The public schools—the private schools—the Normal Schools—the State University, and all the other growing educational institutions, would find in Prof. Cooper a strong friend and helper.

Prof. Cooper is not only well known as a leading educator in Texas, but in Missouri, in Arkansas, in the East, at Yale College, and in the Universities of Europe too.

He spent considerable time at Yale—not only as a student, but as a tutor—and then went abroad, spending a year or two still further to study and strengthen himself for any position he might be called to fill in Texas.

We have known but few in the last thirty years—we have in fact known no man in the last thirty years, who has devoted himself with such singleness of purpose to the work before him.

Prof. Cooper is ready and is completely equipped to fill any position to which he may be called. Called, we say—for he will have to be called. There will be no "scrambling" for place or position or office by him. He is too entirely conscious of his ability and power to seek any of this. But if the people of Texas call for him, he will respond promptly, and with such ability and fidelity that they will wonder why they have not before availed themselves of all this.

There are doubtless scores of men

of ability who could fill this office with credit to themselves and the State—but Prof. Cooper is known not only in Texas, but all through the country as a teacher and student—not only in this country, but by the leading educators of Europe too—and he would draw to the State tens of thousands of people and tens of thousands of capital too, and administer this great trust so as to reflect lasting honor upon those who were wise enough to place him in this position.

Prof. Cooper, as Shakespeare says,
"Is great in knowledge,
And valiant accordingly."

In regard to
TEXAS,
the U. S. Commissioner of Education says:

"The public school statistics of Texas are incomplete, 41 counties failing to report. Those reporting show increase in enrollment and attendance, with an expenditure for school purposes of \$1,661,476. The State Superintendent confirms the favorable view presented by the statistics. He expresses the belief that free schools have passed the experimental stage in that State, and are now firmly fixed in public confidence.

Hon. B. M. Baker, the State Sup't of Public Instruction in Texas, says: "In the near future, it is believed the legislature will establish three additional State Normal Schools, so as to have one in each quarter of the State.

"We shall soon have a graded system of Normal Schools, consisting of the University Normal College, four State Normal Schools, and forty-two Summer Normal Institutes. In the light of the experience of all educational States and nations, it is claimed that an efficient system of professional schools, as an essential and permanent part of her public school system, will do more than any other agency to place Texas in the front rank of educational States.

Texas would receive \$3,920,913.78, if the House of Representatives pass the Blair Bill. We think every teacher in the State would do well to send in petitions for the passage of the Blair Bill.

The schools in Texas ought to be in session nine months out of the twelve. The teachers ought to be paid at least \$50 per month on an average.

What is the length of the school term now?

What is the average salary paid? \$3,920,913.78 would help in both directions.

IS THIS TRUE?

In the *Chautauquan* for June, Hon. T. B. Reed, of Maine, has an important article, and timely on "Obstacles to Good Legislation." Mr. Reed enumerates several hindrances to the best discharge of duty by members, such as poor rules, the reading of written speeches, the size and disorder of legislative halls, the amount of trivial work demanded of congressmen, and the like; but none so strong as his last—the fact that the people demand nothing better. As Mr. Reed says: "If the American people desire better results, they must take pains to better know what they want themselves. And so, finally, the solution of the question why Congress does not do better, comes down to the final solution of all questions of progress in religion, in civilization, and in law."

[Let us demand something better.
EDS. AMERICAN JOURNAL OF EDUCATION.]

SPELLING THE OLD WAY.

If an *s* and *i* and an *o* and a *u*, with an *x* at the end, spell "Su,"
And an *e* and a *y* and a *e* spell "I," pray what is a speller to do?

Then, if also an *s* and *i* and *a* *g* and an *h-e-d* spell "cide,"

There's nothing much left for a speller to do but to go and commit Siouxeyesighed.

HORSFORD'S ACID PHOSPHATE

Is a preparation of the phosphates of lime, magnesia, potash and iron, in such form as to be readily assimilated by the system. Descriptive pamphlet sent free. Rumford Chemical Works, Providence, R. I.

STATE SUMMER NORMAL INSTITUTES FOR WHITE TEACHERS.

The 41 State Normal Institutes begin July 12 and close Aug. 7. The attendance promises to be large and the interest great.

Sen.	Dis. Place to be held at.	Principal.	Present Residence.
1.....Beaumont.....	C. F. Johnston.....	Orange.....	
2.....Nacogdoches.....	P. V. Pennybacker.....	Tyler.....	
3.....Marshall.....	Oscar H. Cooper.....	Houston.....	
4.....Atlanta.....	C. H. Hobbs.....	Blossom Prairie.....	
5.....Greenville.....	Smith Ragsdale.....	Rockdale.....	
6.....Gilmer.....	W. L. Lemmon.....	Marshall.....	
7.....Athens.....	A. W. Orr.....	Omen.....	
8.....Jewett.....	H. F. Estell.....	Huntsville.....	
9.....Willis.....	J. N. Gallagher.....	Waco.....	
10.....Columbia.....	E. B. Smith.....	Whiteboro.....	
11.....Gonzales.....	I. R. Dean.....	Huntsville.....	
12.....Caldwell.....	Miss N. C. Breeding.....	Houston.....	
13.....Flatonia.....	J. P. Kennard.....	Huntsville.....	
14.....Bryan.....	W. J. Croker.....	Calvert.....	
15.....Mexia.....	A. E. Hill.....	Taylor.....	
16.....Dallas.....	Mrs. Ed. F. Warren.....	Fort Worth.....	
17.....McKinney.....	T. G. Harris.....	Plano.....	
18.....Gainesville.....	J. T. Hand.....	Corsicana.....	
19.....Seymour.....	B. M. Howard.....	Hillsboro.....	
20.....Jacksboro.....	C. A. Bryant.....	Denison.....	
21.....Hillsboro.....	J. M. Carlisle.....	Whiteboro.....	
22.....Waco.....	J. E. Rodgers.....	Palestine.....	
23.....Lampasas.....	Mrs. W. D. House.....	Waco.....	
24.....Round Rock.....	Miss Nannie C. Harrison.....	Commerce.....	
25.....San Marcos.....	W. M. Crow.....	Galveston.....	
26.....Floresville.....	Miss Roxa Ray.....	San Angelo.....	
27.....Pearsall.....	H. C. Pritchett.....	Huntsville.....	
28.....Fredericksburg.....	I. H. Bryant.....	Austin.....	
29.....Cisco.....	E. F. Comegys.....	Denton.....	
30.....Stephenville.....	D. A. Paulus.....	Cleburne.....	
31.....Paris.....	A. W. Wilson.....	Dodd City.....	

All open on the 12th of July, 1886, and close on the 7th day of August, 1886. Open to all visitors; but only teachers, and those expecting to engage in teaching at an early day, will be enrolled as members. The Superintendent of Public Instruction will issue Summer Normal Certificates on the recommendation of the Institutes.

Cong.	Dis. Place to be held at.	Principal.	Present Residence.
1.....Orange.....	W. T. Phillips.....	Austin.....	
2.....Palestine.....	C. W. Luckie.....	Huntsville.....	
3.....Henderson.....	Champion Waring.....	Gaiveston.....	
4.....Paris.....	R. H. Harbert.....	Marshall.....	
5.....Denison.....	A. J. Moore.....	Waco.....	
6.....Dallas.....	L. C. Anderson.....	Hempstead.....	
7.....Brazoria.....	C. J. Anderson.....	Brenham.....	
8.....Seguin.....	E. L. Blackshear.....	Austin.....	
9.....Corsicana.....	J. M. Terrell.....	Fort Worth.....	
10.....Austin.....	F. H. Mabson.....	Galveston.....	

All open on the 12th of July, 1886, and close on the 7th day of August, 1886. Open to all visitors; but only teachers, and those expecting to engage in teaching at an early day, will be enrolled as members. The Superintendent of Public Instruction will issue Summer Normal Certificates on the recommendation of the Institutes.

These Institutes are free to teachers; and those of them who have the advancement of their profession at heart will not fail to attend. Teachers can attend any Institute in the State irrespective of residence.

The State Association meets at Austin, June 29—July 1.

The Texas delegation to Topeka promises to be large.

THE INDIAN'S LAMENT.

FOR RECITATION.

"Once all this mighty continent was ours,
And the Great Spirit made it for our use.
He knew no boundaries, so we had peace
In the vast shelter of His handiwork.
And, happy here, we cared not whence
we came.

We brought no evils thence—no treasures
of hate,

No greed of gold, no quarrels over God;
And so our broils, to narrow issues joined,
Were soon composed, and touched the
ground of peace.

Our very ailments, rising from the earth,
And not from any foul abuse in us,
Drew back, and let age ripen to death's
hand.

Thus flowed our lives until your people
came,

Till from the East our matchless misery
came!

Since then our tale is crowded with your
crimes,

With broken faith, with plunder of re-
serves—

The sacred remnants of our wide domain:
With tamprings, and delirious feasts of
fire,

The fruit of your thrice-cursed stills of
death,

Which make our good men bad, our bad
men worse,

Aye! blind them till they grope in open
day,

And stumble into miserable graves."

THE SUN WILL SHINE.

ANNA C. BRACKETT.

The sun will shine, and the clouds will lift;
The snow will melt though high it drift;
Across the ocean there is a shore;—
Must we learn the lesson o'er and o'er?

To know there is sun when the clouds droop
low,

To believe in the violets beyond the snow,
To watch on the bows for the land that shall
rise,—

This is Victory in disguise.

FICTION.

WRITING in the *Church Review* on "The Province of Fiction in Literature," the Rev. Dr. Robert Lowell says: "If literal exactness might take out of the Bible whatever it could prove to be true fiction, it would make frightful havoc. If all in it that is not matter of fact truth—all in short that is fiction—were cut out, all that would be left of it would be a sadly shrunken book, whose reading would be tiresome beyond all power of reverence or duty for those who know it as it is."

The book, as we have it now, is worthy of being called Holy Writ. Now, taking our Lord's parables as He means them, observing that they are stories and are fiction, and that this fiction is not merely harmless and not merely instructive, but bears in it a living interest for men, because men take to stories kindly—Æsop's and Phædrus', and Menenius'—and in stories take in truth and wisdom as they would not without them, how

simple it is, and how natural, to ask why fiction on a larger scale, if not on ly it be harmless, but if it bear that in which shall draw men to be happier and better, ought not to be written and read, and written and read forever? And why not written by those who can write best? and why not read by the best people for the best ends?"

IOWA.

WE commend most earnestly and cordially "A Graded Course of Study for the Public Schools," published in the *Educational Review* of West Union, Iowa for May. County Sup't. F. D. Merritt says:

"A large number of the schools in this county have already adopted this course of study, and it is earnestly requested that those boards who have not adopted it will do so at their next meeting."

PRIN. E. C. STEVENS of Alamosa, wields a vigorous pen. His discussion of educational topics, in the local papers, is logical, opportune, and promotive of good.

ALL the railroads are doing a generous thing, in the way of giving greatly reduced rates to those who wish to attend the State Teachers' Association, or the National Teachers' Association at Topeka.

We will send "Bulletins," giving full particulars of the latter on application.

ST. LOUIS KEOKUK AND NORTHWESTERN RY.—*St. Paul Summer Arrangements.*

Commencing Sunday, May 30th, the St. Louis, Minneapolis and St. Paul Short Line will inaugurate a Double Through Train service to Minneapolis, St. Paul, Lake Minnetonka and Spirit Lake, leaving St. Louis via St. Louis, Keokuk and Northwestern Ry.

The Through Trains will leave the Union Depot at 9:10 A. M. Daily, except Sunday, and 8:15 P. M. Daily, arriving at Minneapolis at 7:30 A. M. Daily, except Monday, and 7:30 P. M. Daily; St. Paul and Lake Minnetonka at 8 A. M. Daily, except Monday, and 8 P. M. Daily; and Spirit Lake at 7 A. M. Daily, except Monday, and 7 P. M. Daily, except Sunday.

Solid Through Trains, with Pullman Buffet Sleepers, will be run to Minneapolis and St. Paul, connecting at Burlington with Through Sleepers to Spirit Lake, running direct to Hotel Orleans.

It is the intention to make the time via the Short Line the quickest, and the train service, equipment and accommodations are to be unexcelled by any line in the country. Tourist's tickets now on sale. Ticket Office, 112 North Fourth St., and at the Union Depot, St. Louis, Mo.

Tourist Tickets.

On June 1st the Texas & St. Louis Railway will place on sale Excursion Tickets at low rates to all principal places of Summer Resort in the North, East and West. For information as to rates, routes, etc., apply to any agent of the Company or

A. S. DODGE,

Gen. Pas. Agent, Texarkana, Tex.

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Price Price

Fairy Legends and Tales..	Anderson	\$0 75	\$0 35
" "	"	1 00	48
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The Children's Book	Scudder	3 50	2 34
Little People of Asia.....	Miller	2 50	1 75
Child's Book of Nature.....	Hooper	1 00	
Hans Brinker.....	Dodge, Mary Mapes	1 50	1 00
Stories of American History..	Dodge, N. S.	50	
Golden Book of Choice Reading....	Swinton	30	
Easy Steps for Little Feet....	Swinton	25	
Book of Tales in Prose and Poetry...	Swinton	50	
Little Pussy Willow.....	Stowe	25	
Seven Little Sisters.....	Andrews	50	
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" " " Architects?	"	50	
" " " Paper Makers?	Prentiss	2 50	1 25
" " " Miners?	"	50	
" " " Weavers?	"	50	
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Nine Little Goslings.....	Coolidge	1 50	1 00

In addition to the foregoing Series:

The Lucy Books, 6 vols., \$6 00 @ \$1 00, and the

Roilo Books, 14 vols., \$14 00 @ \$1 00, by Jacob Abbott. The Bodley Books, 5 vols., \$7 50 @ \$1 50, by Scudder.

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Price Price

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Building of the Nation	"	3 00	2 00
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Two Years Before the Mast....	Dana	1 00	67
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Stories of Discoveries	"	1 25	84
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Young Folk's History of the U. S.	Butterworth	\$1 50	\$1 00
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—Continued—

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Marco Polo	"	1 25	84
Pizarro.....	"	1 25	84
Raleigh.....	"	1 25	84
Vasco de Gama	"	1 25	84
Oast Away in the Cold.....	Hayes	1 25	84
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Christmas Stories, (paper) Dickens	25	25	
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Child's History of England.....	Dickens	75	35
" " " "	"	1 50	75
Uncle Tom's Cabin.....	Stowe	1 00	65
Grandfather's Chair.....	Hawthorne	1 00	70
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" " " "	"	1 00	48
The Sketch Book.....	Irving	75	35
" " " "	"	1 00	48
Stories of Greek History.....	Yonge	1 50	1 00
Histories, Abbott, 32 vols., \$1 00 each, @ 70c.			
each, sold separately.			
Light Science, Abbott, 4 vols., \$1 50 each, @ \$1 00			
each, sold separately.			
Pocahontas.....	Eggleston	1 25	84
Pilgrim's Progress.....	Bunyan	75	35
" " " "	"	1 50	48
" " " "	"	1 50	69

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Readings from English Hist. Green \$ 50

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Von Holst 1 25

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" " "

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Is a handsome book of 420 pages and a complete exposé of the PLAN OF GRADING THE COUNTRY SCHOOLS, so well known as the MACON COUNTY PLAN. It is written for the Country Teacher.

If you would like to see "How to Grade and Teach a Country School," before purchasing, I will mail it to you, provided you will fill out and return this blank, within ten days from its receipt.

MR. JOHN TRAINER, Decatur, Illinois.

SIR.—You may send me "How to Grade" on five days examination; I will either send you \$1.50 for it, or return it at the end of the time named above.

Very Truly,

..... Name
..... County P. O.
..... Date State
19-5-21. Mention this Journal.

DO YOU WANT TEACHERS? DO YOU WANT SCHOOLS?

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Established 1880.**

ROME, Ga., April 1, 1885.

Prof. Frank M. Smith says:—From my personal knowledge of the work of the Southern School Agency, I take pleasure in recommending it to teachers and patrons generally. I know that Prof. Woolwine represents teachers faithfully in securing for them suitable and profitable situations. I further state that those wishing to employ teachers can rely fully on his recommendation. State to him the kind of teacher you want, and then leave the selection to him, and my word for it you will be well pleased with the result.

FRANK M. SMITH, Sept., City Schools,

Jackson, Tenn., April 1, 1885.

Teachers wishing positions, and Schools needing teachers, should address with stamp

S. S. WOOLWINE, Proprietor.

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NASHVILLE, TENN.**

Mention this Journal

19-6-11

THE AMERICAN BUREAU OF EDUCATION TEACHERS COLLEGES, with positions supplied Schools, and Families with Professors, Principals, Assistants, Tutors, Governors, Music and Art Teachers. Apply at any time. For a registration blank send stamp to AMERICAN BUREAU OF EDUCATION, at either office (one sufficient for all), viz.: St. Louis, Mo.; Dallas, Tex.; New York City; Nashville, Tenn.; New Orleans, La.; Chicago, Ill.; Atlanta, Ga.

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IS NOT AN EXPERIMENT. It has been in successful operation five years. Hundreds of teachers who have obtained positions through its influence vouch for its efficiency.

Vacancies are constantly occurring. Register now.

SCHOOL OFFICERS supplied with teachers without charge. Send for Circular and application blank.

A. LOVELL & CO., W. D. KERR, Managers.
16 Astor Place, New York.

Mention this Paper

19-2-17

**Teacher's Co-operative Association of New England,
75 Hawley Street, BOSTON.**

Good teachers wanted. Send for Circulars. School Officers supplied with reliable teachers without charge.

19-5-3m

Mention this Journal

19-5-3m

M

HOOPER INSTITUTE.—The tenth Annual Commencement and Students' Reunion in celebration of the first decade of this Institution, will be held on Thursday, June 10th and close on the evening of the 11th, with a literary entertainment by the Excelsior Society.

The reunion promises to be an unusually interesting affair, invitations having been sent to all of the old students, since it was first opened ten years ago. J. B. Merwin, Managing Editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo., will deliver the Address at the Reunion.

Arrangements have been made with the Missouri Pacific Railroad Co., to stop the East-bound Night Express Train at Clarksburg, so that persons from California can readily return after the exercises have closed each night.

INCOME, EXPENDITURE, INCREASE.

THE totals in the items of Public School income, expenditure and property for three successive years are as follows:

Income: 1882, \$94,327,188; 1883, \$97,987,739; 1884, \$110,567,567; total increase for the two years, \$16,240,379. Expenditure: 1882, \$91,158,039; 1883, \$97,844,521; 1884, \$103,949,528; total increase for the two years, \$12,791,489. Public school property: 1882, \$216,562,197; 1883, \$231,944,158; 1884, \$240,635,416; total increase for the two years, \$24,073,219.

In all study of the subject of income it should be kept in mind that in some States the balance on hand from the previous year is included in the annual income, a fact carefully noted in the tables.

The apparent increase in public school property for two years from 1882 to 1884 is \$24,073,219. If from this is subtracted \$5,257,756, the value of property in Connecticut, which was not reported in 1882, the net increase for the two years is \$18,815,463.

In 1883-'84 the expenditure per capita of pupils enrolled in the public schools, all States and territories, excepting Texas, Kentucky, and the Indian Territory, reporting, ranges from \$2.01 in Mississippi to \$35.84 in Arizona.

In regard to

KANSAS,
the Commissioner says:

"The reports from Kansas show progress in all essential particulars of the school system. Well trained teachers are employed in a large portion of the State; in this respect the Western portion needs further improvement."

Institutes, Educational Meetings—in fact, the National Educational Association, will meet in Kansas, July 14th, 15th and 16th, 1886. All these "boom" school interests in this State.

If they had elected two wiser men to the United States Senate, Kansas would have been better off. But the State is doing well without their help. We must elect wise and good men to office to enact laws for us, or we must suffer and smart for our dereliction in this respect.

So far as

TENNESSEE

is concerned, the Commissioner says:

"Reports from Tennessee show that the State is recovering from the educational depression of 1882. The United average attendance in State and private schools in 1882-'83 was 196,380 and increased the next year by 36,448."

The passage of the Blair Bill by the House of Representatives would add \$5,089,262.62 to the School fund of this State. This, without further taxation, would enable them to keep the schools open nine months out of the twelve, and not only largely increase the teaching force of the State, but to pay all teachers a maximum salary of \$50 per month at least.

Those best posted say that the available resources of Tennessee are wholly inadequate to meet the requirements of educating all the children of the State, and that they will be inadequate for many years to come.

We hope as a measure of necessity and patriotism that members of the House of Representatives from Tennessee will vote for the Blair Bill, and secure the \$5,089,262.62. It is all needed, and more too.

In

WEST VIRGINIA,

the Commissioner says:

"The free schools are in excellent condition as regards enrollment, attendance, and instruction. Nearly 73 per cent. of the school population are enrolled and an average attendance of 45 per cent. is maintained.

As compared with 1882-'83, the report for 1883-'84 shows that the number of schools increased by 138; school houses, by 152; teachers from normal schools with large experience in their work, by 184; expenditure for schools, by \$50,060; available school fund, by \$4,854; and valuation of school property, by \$20,574.

FAST TIME TO NEW YORK.

Of course, The Vandalia Line, having the Short Route to New York via the Pennsylvania R. R., will not be eclipsed either in time or equipment by any other road.

Arrangements will soon be made for a fast summer schedule, when St. Louis will have another fast line to New York. General Manager McCrae has the matter under consideration at present, and the change will likely be made within a short time. Both the Vandalia and Pennsylvania proper are in first-class physical condition, and there will be little difficulty in increasing speed, and thus shortening up the schedule. The equipment will be made first-class as usual.

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Our **BOOK OF INSTRUCTIONS** (which every outfit contains) has over 75 specially prepared designs and diagrams showing how to CUT FORMS for NEARLY EVERY VARIETY OF FLOWERS and giving every possible and minute detail so clearly that any person can, with a little practice, become an ADDEPT in this beautiful ART.

Our Beginners or No. 1 Outfit contains the following material: Choice lot assorted colors of Imported Tissue Paper, Wire, Rubber Stemming, Leaves, Culots, Sprays, Flower Centres, a large variety of Stamped Flowers and **BOOK OF INSTRUCTIONS**. Price, 50 cts.

NO. 2 OUTFIT contains more material and extra tools. Price, \$1.00. Headquarters for all kinds of Tissue Paper Flower Material. AGENTS WANTED.

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19-5-6t Mention this Journal

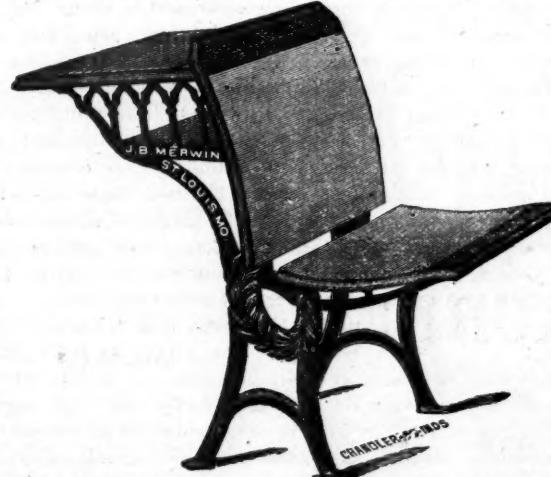
CHILDREN AND ADULTS—Ask your parents to ask your teachers to ask school directors to introduce to your school life and study hours our "WHEREWITHAL CHART AND KEY FORM," at \$1 per chart and 10c. per scholar per annum, and book form at 50c. per copy, and learn more in one month than in one year by the old method.

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LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

GEO. D. ALEXANDER, Minden, La. { Editors.
J. B. MERWIN.....

LOUISIANA.

THE new State Normal School at Natchitoches, has now fifty-six students and five teachers. The policy of those in authority is to select none but the most capable teachers, and to appoint only those capable of still further development. Dr. Sheib, the president, is a Marylander, graduated at the University of Leipsic, in '75, and is a follower of Herbart, Stoy and Ziller.

Miss Rousseau, one of the instructors, is from Iowa, a graduate of Col. Parker, and indirectly at least a disciple of Herbart and Ziller.

With liberal support, such as is promised by the legislature, which meets in May, the school will, next fall, open with a full corps of instructors and a complete practice department.

Teachers' Institutes will be held by members of the Faculty at different places in the State, under the direction of Dr. E. E. Sheib, during the months of May and June.

The Commissioner says:

"The public school statistics from Louisiana are incomplete, and those given are not at all encouraging, showing, as they do, only 55,838 enrolled, and 38,615 in average attendance. More public schools were reported, however, and \$57,878 more were expended on them. Encouragement for the future was drawn from the fact that the legislature in 1884 increased the State appropriation for public schools from 1 mill to 1½ mills on the dollar, which it is supposed will add about \$100,000 to the school revenue. It also stopped the diversion of the school fund to collegiate purposes, a practice which had in the past much lessened the funds available for public schools."

Gov. McEnery says:

"I see no constitutional objection to the proposed appropriation by Congress in aid of education allotted in proportion to illiteracy."

Louisiana would receive \$3,945,051.48, if the Blair Bill passes the House of Representatives. Send in the Petitions.

Gov. McEnery says truly, "We must go among the masses of the people, and educate them, first as to the necessity for the establishment of Public Schools, and show that it is the best investment the people can make, leading to economy in government, the lessening of crime, the creation of new industries, the accumulation of wealth and the decrease of taxation; and educate them, secondly, to the

proper understanding of the rights and duties of citizenship, the functions of government, and the appreciation of free institutions.

"I am safe in saying that not one-half the voting population of Louisiana have any knowledge whatever of these subjects, yet they are eligible to the highest office in the State, sit as jurors, and determine questions affecting property, liberty and life."

TO THE POINT.

THE other day a boy from the country made application for admission to the St. Louis Manual Training School. After examining him a few moments upon the subjects the boy had studied, Prof. Woodward asked him to state in writing the reasons which led him to come there. The boy promptly wrote the following:

"PROF. C. M. WOODWARD:

Dear Sir: I would like to go to the school to learn and be good for something and not be an idiot.

I think it is a good school because it teaches the use of books and tools both.

Yours,

A. L. D.—"

ARE YOU ALL READY?

HERE are a few important facts to clip out and take along with you to Topeka.

The headquarters of the *National Educational Association* and the local committees, will be at the *City Building*, Topeka, Kas., southwest corner of Seventh street and Kansas avenue, opposite the Windsor hotel.

HOW TO SECURE YOUR ROOM.

Write to Mr. H. G. Larimer, chairman committee on entertainment, Topeka, Kansas. State to him:

1st. The kind of accommodations that you want—hotel, boarding house, private family or lodging, etc.; state your first and second choice, and the price per day that you are willing to pay. 2d. Give your full name and postoffice address. 3d. If the writer wants rooms for more than one person give name and address of each, and state which would occupy same room. 4th. State the probable date of your arrival at Topeka, and the length of time you intend to remain. 5th. Add, briefly, any facts that may aid the committee on entertainment in assigning rooms to you that will be agreeable. Remember the arduous duties in providing for many thousand persons, and don't trouble the committee with long letters.

Owing to the large attendance expected, it will be desirable for those applying for rooms to arrange, as far as practicable, with some friend who is going, for two persons to occupy one room, and to state the arrangement made in your letter to the committee.

Secure Your Rooms Early.—Write before the 20th of June in order to secure good rooms.

RATES OF BOARD.

Special Hotels.—The Windsor and Union Pacific \$2.00 per day; Fifth Avenue, \$1.50 to \$2.00 per day; New, Gordon, \$1.50 per day; Dutton House \$1.25 per day.

Other Hotels and Boarding Houses.—Smaller hotels and boarding-houses will accommodate members at \$1.00 per day.

Private Families.—In addition to the hotel and boarding-house accommodations, provision will be made for five thousand members of the association in private families, at \$1.00 per day.

Lodgings and Meals.—Several hundred teachers can obtain lodging at from 25 to 50 cents per day; and meals can be procured at restaurants and hotels at from 25 to 75 cents each.

Camping Out.—Should any teachers desire to "camp out," tents will be furnished free to members of the association.

How to Find Your Rooms on Arriving at Topeka.—Street cars will take you from either depot to the vicinity of any part of the town for five cents. Omnibuses or carriages will take you to any part of the town. Fare in omnibus, 25 cents; carriage fare, 50 cents. N. B.—Your card of introduction will enable you to inquire what direction to take from the depot, and which car will take you nearest the place.

Baggage.—Agents will meet all trains to give you transfer checks in exchange for your baggage checks, and will deliver your baggage to your boarding place.

If you need further information, write to H. G. Larimer, Topeka, Kansas, or if you wish to see a "bulletin" of full particulars, rail road rates, etc., write to J. B. Merwin, Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo.

DRAWING.

PROF. F. LOUIS SOLDAN, Principal of the St. Louis Normal School, says:

"Drawing is another means which the teacher must use in communicating knowledge. There is nothing which she finds more useful in illustrating and explaining lessons than the ready use of chalk and blackboard. It is a great advantage for a teacher to be able to draw fairly an easy sketch at sight. Normal School training should therefore teach drawing with as much thoroughness as the time of the course allows. The use of drawing for the teacher is of two-fold importance. In the first place, drawing is one of the studies of the District School course, and the teacher should know the study which she is to teach. In the second place, she should be able to illustrate topics in Geography, Natural Science, and similar studies, by rapidly drawing sketches, diagrams, and the like, on the board."

"DERBY DAY," at the St. Louis Fair Grounds, will be Saturday, June 5th, and from that on to June 19th, will be developed the greatest Race Meeting ever held in America.

The course is perfect, and the stock such as to command the attention of all lovers of fine horses all over the country.

All this means better stock, better care of horses and better training.

The admission to the Fair Grounds and a reserved seat in the Grand Stand has been fixed at the price of \$1.00.

THE Union Pacific R. R. is the direct line from Kansas City on to Topeka, Denver, and out through the mountains and springs and the grandest scenery of America in Colorado.

Take the Union Pacific R. R.

CROPS are good. Wheat and corn and cattle are abundant.

Grand Old Missouri's increase in wealth over five millions of dollars every month for 1885. We can afford to pay our teachers well and to increase not only the wages, but the length of the school term to nine months each year. Let us all work to this end.

DID you notice carefully, the announcement of the opening of the Fourth Year's Session of the Summer School of Oratory, by Prof. Moses True Brown, in Boston. Prof. Brown's school combines with itself not only a thorough drill in the Delsarte System of Expression, as applied to Voice, Gesture, Speech, etc., but you get here a world of collateral influences in strong sympathy with your efforts of culture in all other directions.

A student of Prof. Brown's has the entree to all the surroundings of Tuft's College—is next door to art galleries—to the Boston Public Library—hears the most finished and elegant speakers in the pulpit, at the bar, on the platform—and in this way is brought into direct and constant contact with the best that age or culture or wealth can produce. This trinity—be it understood—brings a good deal.

Beside the personal magnetic influence of Prof. Brown in his teaching, he associates a number of celebrities with him in his work.

We commend this School from a personal acquaintance of many years' standing with its President.

MR. CHARLES M. CARTER says:

"The first and earnest step for the public schools toward manual training is to introduce *industrial drawing*, for it has been, and will be, the foundation of every practical system of industrial training."

IT is well to remember that your pupils are rational beings, and that they have a code of rights that should be respected.

GEOGRAPHY.

GEOPGRAPHY, we must remember, should be so taught as to give much of the kind of training that is most valuable in practical life. The study of the parts of a country, or grand division, should end in the realization that these parts are included in a greater whole.

The relations of the different sections of a country, as to conformation—the influence of these upon temperature, water supply, fertility—the conditions produced by the fact of particular locality—all these influences upon productions and upon man; and also, social conditions—the necessary dependence of every individual upon the strength of all, though each be free in his power to act; these are essential relations to be brought out in the study of geography.

SOME TEACHERS.

THREE was once an eastern monarch so wise that there was none like unto him before him, neither after him did any arise like unto him. Although burdened with the cares of state this ruler wrote and set in order, three thousand pithy illustrations of well known truths for the instruction of youth. Later in life having tested the vanity of earthly pleasures, he left the record of his experience for the instruction and warning of youth for all future time.

Under the blue skies and amid the verdant fields of the matchless land of Greece lived one of the wisest and best men of antiquity. This sage undertook the instruction of the people by means of conversation, striking out of other minds the fire that sets light to original thought; teaching that happiness so desired by all was unattainable without virtue, and virtue was inconsistent with ignorance, and yet this remarkable man suffered death on a charge of impiety and of corrupting the youth.

Some seventy years since a young girl assumed the responsibilities of a public school teacher, receiving as compensation \$1 75 per week, and boarding around. But she was an enthusiast, not satisfied with the bare rudiments of an education either for herself or others, we find her not only teaching, but spinning and weaving to add to her scanty patrimony, then expending all she possessed in some line of mental improvement. She became the pioneer of the highest culture of American womanhood, founding the first chartered institution in the country. An institution which has given to the country more earnest, noble women than all other institutions combined.

In all ages the instructors whose work has been worthy of remembrance have been possessed of breadth of culture, and more than all else, their hearts have been in their work.

The representative teacher of the past has been a person who has kept order, that is quiet, and heard the lessons recited word for word. Breadth of culture, energy, enthusiasm and devotion to the work were found only in exceptional cases such as we have noted. But times have changed and while we have in abundance teachers who are satisfied with the minimum of attainments which will insure a position, and while there is yet a host of teachers who never read a book, attend a lecture, or in fact do anything voluntarily to improve themselves as workers, the well qualified, faithful, conscientious teacher is no longer a rarity. There are to-day more of high attainments and devoted to their calling engaged in education than ever before.

In our own day and generation has lived a man who delighted to style himself an instructor, a man who compassed land and sea, scaled mountain heights, delved in the bowels of the earth that he might add to the world's store of knowledge, a man so earnest and enthusiastic in his calling that he had no time to make money, a man honored throughout the world of science, but remembered only by the simple epitaph. "Louis Agassiz, Teacher." L. V. SHATTUCK. Pepperell, Mass.

SPELLING TO DICTATION.—TIME, 3:30 TO 4.

1. A richly painted miniature sleigh.
2. Conspicuous parochial livery.
3. Innumerable descendants of the Israelites.
4. We bade farewell to all our friends.
5. A variety of tunes inexpressibly melodious.
6. The dyer who by dying lives, a dire life maintains.
7. Proprietor and projector of the "Illustrated London News."
8. Sagacity, docility, and benevolence.
9. Craftiness peculiar to the Indian race.
10. With fond care support thy languish head.

Let the pupils write their sentences on the blackboard from your dictation and each, if it needs it, correct the errors made by the next pupil.

The most valuable and practical of all training is that which gives the key to all movements in thought and in society.

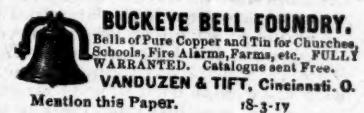
LET US above all other things cultivate cheerfulness of spirits and expression. Shakespeare asks, pertinently:

"Why should a man, whose blood is warm within sit like his grandson cut in alabaster? Sleep when he wakes? and creep into the jaundice, by being peevish?"

RECREATION is a necessity of man's nature.



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19-8-1t

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19-2-1y Mention this Journal

THE LITTLE HUCKLEBERRY, FOR CHILDREN TEETHING. Dr. Bigger's Huckleberry Cordial is the great Southern remedy for curing Diarrhea, Dysentry, Green Bowels and all bowel affections, and restoring the little ones affected to health again. Take the system from the effects of TEETHING. Send 10c. to all druggists at 50 cents a bottle. Send Two Cent stamp for "TAYLOR'S LITTLE RIDDLE BOOK," for health of home and amusement of the little ones.

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It is the best tonic, sedative and beautifier of the complexion in the world. It removes all pimples and skin eruptions, and is acknowledged a specific against dyspepsia and bilious disorders, kidney, malarial and nervous complaints: also in suppressed troubles peculiar to women it gives instantaneous relief. Invaluable for producing refreshing sleep.

For sale by H. E. Catlin, Sixth street and Washington avenue, and all leading druggists. Ask your druggist for it, and show him this advertisement. Sent by mail. Price 20 cents and one \$1 per box. Full directions accompany each box.

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Sold by Druggists everywhere. Ask for "Chichester's English" Pennyroyal Pills. Take no other.

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RECENT LITERATURE.

PAUL H. HAYNE has prepared for the June number of the *Southern Bivouac* a sketch of the public services of Charles Gayarré of New Orleans. This article will be followed by a review of Judge Gayarré's literary labors.

JUSTICE THOMAS M. COOLEY, of the Supreme Court of Michigan, is giving his attention to the labor troubles, and is preparing an article on Arbitration for the July number of *The Forum*. A writer combining so much legal knowledge with so wide an experience in practical affairs ought to be able to make some useful suggestions.

CHARLES DARWIN: HIS LIFE AND WORK. By Grant Allen. Published by J. Fitzgerald, 393 Pearl Street, New York. Price, post-free, 30 cts. A pleasing narrative of the career of the great naturalist, with philosophical appreciations of his valuable treatises. Whoever would know the man Darwin, or would estimate his influence on the world of thought, will find in this volume precisely the information he requires.

HON. DAVID A. WELL's third paper of the series, entitled "An Economic Study of Mexico," now running through *The Popular Science Monthly*, will appear in the forthcoming June number. The series will close with the fourth paper, and it promises, when completed, to be the fullest as it will unquestionably be the most accurate summary of the real condition of affairs, industrial, commercial, and political, in Mexico, that has appeared since the Mexican War.

PROF. CHARLES O. CURTMAN, of the Missouri Medical College, St. Louis, who has made a national reputation in his Specialty of Chemistry, has published a second edition of *Dr. F. Beilstein's Lessons in Qualitative Chemical Analysis*. Arranged on the basis of the fifth German edition. With copious additions, including chapters on chemical manipulations, analysis of organic substances, and lessons in volumetric analysis; greatly enlarged, with additional chapters on analysis of drinking water and of urine. Illustrated. 8vo., pp. 200 and xii. Price, \$1.50.

We fear the title page scarcely gives sufficient credit to Professor Curtman for his share of the work, as this book is really a work by him, based on Beilstein's work, which occupies hardly sixty pages of the 200. There are quite a number of additional illustrations in this second edition, which make the methods of manipulation plainer, and the work of the teacher easier.

Another feature of special interest, is the short but valuable table of the concentration of reagents added on page 102. Next follow the examples for practice in analysis of organic substances. Here the principal improvements of this new edition have been made. Instead of the twelve examples in the first edition, we now find twenty-eight, all of greatest value to the pharmacist or physician. Among the new examples are santonic and salicin, salicylic, tannic, gallic, and pyrogallic acids, cinchona alkaloids, cocaine and brucine.

The paper, printing and binding, by the Druggist Publishing Co., 404 Market Street, is a credit to St. Louis, and Prof. Curtman will be heard from again also in the same line.

FOWLER & WELLS send us "*Fore-ordained, A Story of Heredity*," which we wish could be carefully read by all the young people, and a host of older ones, too.

Dr. Holmes says: "There are people who think that everything may be done if the doctor be only called in season. No doubt; but in season

would be a hundred or two years before the child was born, and people never send so early as that!" Get the book and read it carefully.

GINN & Co., of Boston, send us "Guy Mannering," the second of Walter Scott's Great novels; edited with Notes for Schools; with an Historical Introduction, by Charlotte M. Yonge.

This work stands, in some respects, the highest of all of the great author's, and the historical preface gives us the key to the whole wild, weird, interesting story. The print is large and clear, and the notes and glossary are very full.

VAN ANTWERP, BRAGG & Co., Cincinnati, send us a full set of "Ray's Tablets," consisting of from 32 to 48 pages each, in neat form, each leaflet having printed at the head from five to ten problems. They are carefully graded from Addition and Subtraction of simple numbers; no numbers used exceeding 10.

Addition and Subtraction of simple numbers; no sum or minuend exceeding 100. Four Fundamental Rules, with numbers not exceeding 100. Use of symbols for ordinary Weights and Measures up to Applications of Percentage, Ratio and Proportion, Square Root, Mensuration and Test Problems.

The quality of the paper is the best. Either pen and ink or pencil may be used on both sides of the sheets. To secure accurate work at each step, it is recommended that pen and ink be used.

The whole set is sent for \$1.00.

EDUCATORS will be interested in the announcement that D. C. Heath & Co., have in preparation a series of Monographs on Education. Number one of this series will be a *Bibliography of Pedagogical Literature*, carefully selected and annotated by Dr. G. Stanley Hall, Professor of Psychology and Pedagogics, Johns Hopkins University.

CASSELL & Co., New York, send us No. 15 of *Cassell's National Library*, edited by Prof. Moreley. "The Wisdom of the Ancients" by Sir Francis Bacon. This would make profitable reading, even now, for Herr Johann Most, the anarchist, Dr. S. S. Laws, Spies, Braunschweig, Grief-grabber, of St. Louis, and a large number of other people too of like sympathies.

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